

17 September 1980

MEMORANDUM FOR: [redacted] Chief
NFAC/PME/Administrative Group

SUBJECT : Comment on Changes in "Evaluation Factors"

[redacted]

1. I have a little problem with the changes proposed in Paragraph 4 of [redacted] memorandum, but I am not sure I can articulate it properly. It seems to me that this factor carries with it the implication that training has an intrinsic value in itself, without regard to the prior qualifications and experience of the individual and without regard to the needs of the Agency. Some officers obviously will be better officers as the result of certain particular courses that fit their situation; others, either because they simply pick up things on the job or because they are already fully qualified, will not profit from training. The Agency has specific needs in training managers, language officers, and other specialists that should be met. I do not think, however, that I would necessarily judge an officer who was doing his job well and was growing in it any the worse because he had not sought "a variety of training endeavors." The effect of this is likely to be an increased feeling on the part of officers that the way to get ahead is to get your ticket punched rather than by doing the job that you are assigned to. Training courses are likely to be oversubscribed, and perhaps filled with officers who don't need the training if training is perceived as in itself a way to get ahead.

2. I am not sure that I'm a completely unprejudiced observer in this case, as in 31 1/2 years I have never had any training whatsoever.

D. L.
Richard Lehman
Chairman
National Intelligence Council

119

SUBJECT: Comment on Changes in "Evaluation Factors" (NFAC #6319-80)

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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Recommendations from Ad Hoc Group to Define Precept Evaluation Factors

FROM: ☐ Chief
NFAC/PME/Administrative Group

EXTENSION

NO.

2F42 Hq ☐

DATE

16 September 1980

TO: (Officer designation, room number, and building)

DATE

RECEIVED

FORWARDED

OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1. Richard Lehman
7F42 Hq.2. ☐
Ch/NFAC/PME/AG
2F42 Hqs.

3.

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5.

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12.

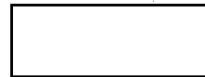
13.

14.

15.

Attached are the recommended modifications to the NFAC comparative evaluation factor system as outlined by the Ad Hoc Group to Define Precept Evaluation Factors.

Please review these recommendations and respond to me as soon as possible as to your concurrence or suggested changes to these recommendations.



16 September 1980

MEMORANDUM FOR: Chief, NFAC PME Administrative Group

FROM:

Chairman, Ad Hoc Group to Define Precept Evaluation Factors

SUBJECT: Recommendations from the Ad Hoc Group to Define Precept Evaluation Factors

1. The group recommends the continued use of the NFAC comparative evaluation factor system and worksheets with modifications which follow. (The suggested changes apply to the factors and the worksheets for both grades GS-07 through GS-13 and GS-14/15.)

2. The group recommends the addition of a new factor called dedication under the "Personal Traits" section as follows:

DEDICATION: The level of the individual's commitment to his or her current assignment.

- 2 - Shows little interest in or commitment to the current assignment.
- 4 - Strives to do work well and completely and is willing to devote appropriate energy and resources to its completion.
- 6 - Shows a high level of commitment to work; consistently does more than his/her part to see that goals are met.
- 8 - Exceptionally dedicated to the accomplishment of job goals; willing to go well beyond what job specifically requires to ensure timely accomplishment and results of unusually high quality.

3. The group recommends the inclusion of mobility under the versatility factor in the "Potential" section as follows:

VERSATILITY: The applicability of the individual's knowledge, talent, and skills to a variety of NFAC, Agency, Community or

other governmental assignments at the same or a higher level.
(Demonstrated mobility as indicated by willingness to undertake such assignments, if known, should be taken into account.)

- 2 - Abilities seem to have limited applicability outside field of specialization.
- 4 - Versatile enough to be effective in several possible fields.
- 6 - Likely to prove very effective in many varied assignments.
- 8 - An outstanding range of talents and skills--promises superior performance in many potential assignments.

4. Finally, the group recommends the addition of a new factor called professional development/training, also under the "Potential" section, as follows:

PROFESSIONAL DEVELOPMENT/TRAINING: The amount of interest the individual has shown in his/her intellectual and professional growth through Agency-sponsored training or training/self-study undertaken at the individual's own initiative.

- 2 - Accepts training only as directed.
- 4 - Seeks training to enhance professional growth to a normal degree.
- 6 - Has demonstrated job-related professional and intellectual growth through a variety of training endeavors.
- 8 - Views training as an integral part of professional and intellectual growth, and, ensures, largely through own involvement in career planning, that appropriate training experiences, both internal and external, are scheduled.

5. Amended worksheets reflecting the above recommendations are attached.

Attachments:
As Stated

RANKING WORKSHEET FOR GRADES

GRADE:

DATE PREPARED:

[illegible]

AMENDED

RANKING WORKSHEET FOR GRADES

* Factor has been modified or is completely new.

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